

**COMPARISON OF ELEMENTARY LITERACY CURRICULUM – 2012/2013 TO 2013/2014**  
**November 18, 2013 – Board Report**

<b>What our reading work looked like last year:</b>	<b>What we are doing this year that we did last year:</b>	<b>What we are doing this year that we did not do last year:</b>	<b>What is our work in progress:</b>
Guided reading where students learn reading skills and strategies in like-ability groupings	Guided reading where students learn reading skills and strategies in like-ability groupings		
One story per week from a reading book/anthology		Units of study that align with our writing units of study that span across multiple genres to include historical fiction, realistic fiction, informational/science, and persuasive.	Scope and sequence of skills that are matched to the units of study at all grade levels
All students read the same story each week from the reading book/anthology		Students read independent, student-selected books that are on their level. This is a strategy for teaching reading that is not tied to a particular program or curriculum.	
Teaching skills and strategies to support instruction in main idea, author's purpose/intent, compare and contrast, character, setting, fact/opinion, etc.	Teaching skills and strategies to support instruction in main idea, author's purpose/intent, compare and contrast, character, setting, fact/opinion, etc.	Higher level thinking about books, more analysis of text, close reading, thinking deeply about books	Scope and sequence of skills that are matched to the units of study at all grade levels
Vocabulary words from each story		Vocabulary words that students pull from their readings and identify as tricky words.	Studying additional strategies for teaching vocabulary. Instituting a vocabulary program.
Word walls and personal word walls for targeted vocabulary and high frequency or tricky words	Word walls and personal word walls for targeted vocabulary and high frequency or tricky words		
Spelling words in the form of weekly lists.		Spelling in the form of spelling patterns that are matched to student ability and promote sound and pattern sorts by word	Pacing guides for intermediate grade levels (primary pacing guides have been completed).

		families, vowel and consonant sounds, and word meaning sorts.	
Diagnostic assessments: Running records, DRAs	Diagnostic assessments: Running records, DRAs		
Benchmark assessments: DIBELS, QRI-4, 4-Sight	Benchmark assessments: DIBELS	Benchmark assessments: Measures of Academic Progress (MAP) Testing	Continued practice and use of new data with MAP
Formative assessments in the form of quizzes and worksheets		Formative assessments in the form of 1:1 student/teacher conferences, student's post-its, partner conversations about books, etc.	More practice and professional development in conferring with readers Utilization of rubrics to monitor student post-its and student talk
Summative assessments in the form of weekly tests and end of unit tests to assess comprehension and skills.		Summative assessments in the form of: <ul style="list-style-type: none"> <li>• Performance assessments</li> <li>• Independent reading level assessments</li> <li>• Jotting/Writing about reading</li> <li>• Student talk/conversations ...to assess comprehension and skills</li> </ul>	An outline of assessments across grade level that provides teachers with grade-level consistency of benchmarks that ensures acquisition of standards across the school year.
Reading support that was not aligned to in-classroom instruction, but more in the form of pull-out support. Support teachers and in-classroom teachers not on the same page with focused skills and strategies for students in need of additional support.		<ul style="list-style-type: none"> <li>• Response to Instruction and Intervention (RtII) to target Tier II and Tier III interventions. This includes</li> <li>• Focused time every day to target individual student needs.</li> <li>• Utilizing materials from the 95% group to focus on phonics and phonological awareness.</li> <li>• Utilize small group instruction across the school so students are practicing only the skills and strategies they need.</li> <li>• Data is used to drive instruction</li> </ul>	
Language Essentials for Teachers of Reading and Spelling (LETRS):	Language Essentials for Teachers of Reading and Spelling (LETRS):		Additional LETRS training for elementary teachers

Skills and strategies utilized by special education teachers and reading specialists	Skills and strategies utilized by special education teachers and reading specialists		
Writing instruction in the form of mini lessons that are introduced to provide students with skills and strategies needed to become better writers.	Writing instruction in the form of mini lessons that are introduced to provide students with skills and strategies needed to become better writers.		Continued alignment of writing units to incorporate reading, science and social studies units
			Family Literacy Nights currently scheduled for January
Reading Recovery for struggling students	Reading Recovery for struggling students		
			Letter formation & Handwriting
			Literacy work during faculty meetings (making charts, etc.)
Vocabulary Word of the Week	Vocabulary Word of the Week		